

WORLD HISTORY AND CIVILIZATION

This two-semester course emphasizes key events and developments in the past that influenced peoples and places in subsequent eras. Students are expected to practice skills and processes of historical thinking and historical research. They examine the key concepts of continuity and change, universality and particularity, and unity and diversity among various peoples and cultures from the past to the present.

At the high school level, Indiana's academic standards for social studies provide standards for specific courses that focus on one of the five content areas that make up the core of the high school social studies curriculum: history; government; geography; economics; individuals, society and culture (psychology, sociology and anthropology). One of these content areas may be the major focus of the course while the other areas play supporting roles or become completely integrated into the subject matter. Supporting content areas are indicated in parentheses. Each high school course continues to develop skills for thinking, inquiry and research, and participation in a democratic society.

Standard 1 — Beginnings of Human Society and the Development of Cultural Hearths

Students will examine the lives of people during the beginnings of human society.

Standard 2 — Ancient Civilizations: 4000 B.C./B.C.E. to 500 A.D./C.E.

Students will examine the characteristics of ancient civilizations, including those of North Africa, Southwest Asia, South Asia and East Asia from 4000 B.C./B.C.E. to 500 A.D./C.E.

Standard 3 — Civilizations and Empires in Asia, Africa and the Americas: 1000 B.C./B.C.E. to 1500 A.D./C.E.

Students will trace the development of major civilizations and empires in different regions of Asia, Africa and the Americas from 1000 B.C./B.C.E. to 1500 A.D./C.E.

Standard 4 — Medieval Europe and the Rise and Development of Western Civilization: 500 to 1650

Students will examine the political, economic, social and cultural development of Europe, which influenced the rise of Western Civilization, particularly the Renaissance and Reformation from 500 to 1650.

Standard 5 — Worldwide Exploration, Conquest and Colonization: 1450 to 1750

Students will examine the causes, events and consequences of worldwide exploration, conquest and colonization from 1450 to 1750.

Standard 6 — Scientific, Political, Cultural and Industrial Revolutions: 1500 to 1900

Students will examine the causes, events and global consequences of the scientific, political, cultural and industrial revolutions that originated in Western Europe and profoundly influenced the world from 1500 to 1900.

Standard 7 — Global Imperialism: 1500 to the Present

Students will examine the origins, major events and consequences of worldwide imperialism from 1500 to the present.

Standard 8 — An Era of Global Conflicts, Challenges, Controversies and Changes: 1900 to the Present

Students will analyze and explain trends and events of global significance, such as world wars and international controversies and challenges, and cross-cultural changes that have connected once-separated regions into an incipient global community.

Standard 9 — Historical Thinking

Students will conduct historical research that incorporates information literacy skills such as forming appropriate research questions; evaluating information by determining accuracy, relevance and comprehensiveness; interpreting a variety of primary and secondary sources; and presenting their findings with documentation.

Standard 1

Beginnings of Human Society and the Development of Cultural Hearths

Students will examine the lives of people during the beginnings of human society.

- WH.1.1 Trace the approximate chronology and territorial range of early human communities, and analyze the processes that led to their development. (Geography, Sociology)
- WH.1.2 Describe types of evidence and methods of investigation by which scholars have reconstructed the early history of domestication, agricultural settlement and cultural development.
- WH.1.3 Describe social, cultural and economic characteristics of large agricultural settlements on the basis of evidence gathered by archaeologists. (Geography, Sociology)

Standard 2

Ancient Civilizations: 4000 B.C./B.C.E. to 500 A.D./C.E.

Students will examine the characteristics of early civilizations, including those of North Africa, Southwest Asia, South Asia and East Asia from 4000 B.C./B.C.E. to 500 A.D./C.E.

Early Development of Western and Non-Western Civilizations

- WH.2.1 Define civilization* and identify the key differences between civilizations and other forms of social organization. (Sociology)
- WH.2.2 Compare causes and conditions by which civilizations developed in North Africa, Southwest Asia, South Asia and East Asia, and explain why the emergence of

these civilizations was a decisive transformation in human history. (Geography, Sociology)

Example: The river valley civilizations of Mesopotamia, Egypt and the Indus River; Eastern civilizations of the Shang and Zhou dynasties; and the Kush kingdom of northeast Africa

- WH.2.3 Differentiate hierarchies in the social structures of early civilized peoples and explain the influence of religious belief systems upon ancient governmental systems. (Sociology)
- WH.2.4 Explain relationships in early civilizations between the development of state authority and the growth of aristocratic power, taxation systems and institutions of coerced labor, including slavery. (Government, Economics)

Greek Civilization

- WH.2.5 Identify and explain the significance of achievements of Greeks in mathematics, science, philosophy, architecture and the arts and their impact on various peoples and places in subsequent periods of world history. (Sociology)
- WH.2.6 Analyze the major events of the wars between the Persians and the Greeks, reasons why the Persians failed to conquer the Greeks, and consequences of the wars for Greek civilization.
- WH.2.7 Compare and contrast the daily life, social hierarchy, culture and institutions of Athens and Sparta; describe the rivalry between Athens and Sparta; and explain the causes and consequences of the Peloponnesian War. (Geography, Government, Sociology)
- WH.2.8 Describe the role of Alexander the Great in the spread of Hellenism in Southwest and South Asia, North Africa; and parts of Europe.

Roman Civilization

- WH.2.9 Describe Roman Republican government and society and trace the changes that culminated in the end of the Republic and the beginning of the Roman Empire. (History, Government, Sociology)
- WH.2.10 Describe Roman achievement in law and technology and explain their impact on various peoples and places in subsequent periods of world history. (Psychology, Sociology)
- WH.2.11 Explain the origins of Christianity, including the lives and teachings of Jesus and Paul, and the relationships of early Christians with officials of the Roman Empire. (Sociology)

- WH.2.12 Analyze the causes, conditions and consequences of the spread of Christianity throughout the Roman Empire, including the policies of Emperor Constantine the Great. (Individuals, Society and Culture)
- WH.2.13 Explain the causes, conditions and consequences of the decline and fall of the western part of the Roman Empire.

* civilization: a complex culture in which large numbers of people share a number of common elements such as social structure, religion and art

Standard 3

Major Civilizations and Empires in Asia, Africa and the Americas: 1000 B.C./B.C.E. to 1500 A.D./C.E.

Students will trace the development of major civilizations and empires in different regions of Asia, Africa and the Americas from 1000 B.C./B.C.E. to 1500 A.D./C.E.

Asia

- WH.3.1 Trace the development and major achievements of civilization in India with particular emphasis on the rise and fall of the Maurya Empire, the “golden period” of the Gupta Empire, and the reign of Emperor Ashoka. (Government)
- WH.3.2 Examine, interpret and compare the main ideas of Hinduism and Buddhism and explain their influence on civilization in India. (Psychology, Sociology)
- WH.3.3 Explain how Buddhism spread and influenced peoples and their cultures throughout South Asia, Central Asia and East Asia. (Psychology, Sociology)
- WH.3.4 Trace the development and major achievements of Chinese and East Asian civilizations during various key dynasties, such as the Shang, Zhou, Qin, Han, Tang and Song. (Government, Sociology)
- WH.3.5 Describe the life of Confucius, compare and contrast the fundamental teachings of Confucianism and Daoism (Taoism), and explain the influence of these ideas on Chinese and East Asian civilizations. (Sociology)
- WH.3.6 Describe the origins and development of Japanese society and the imperial state in Japan. (Government, Sociology)
- WH.3.7 Describe the life of Muhammad, fundamental teachings of Islam, and connections of Islam to Judaism and Christianity. (Psychology, Sociology)
- WH.3.8 Trace the extent and consequences of Islam’s spread in Asia, the Mediterranean region and southern Europe. (Sociology)
- WH.3.9 Explain how the community of Muslims became divided into Sunnis and Shiites and the long-term consequences of this division. (Psychology, Sociology)

- WH.3.10 Describe and explain the rise and expansion of the Mongol empire and its consequences for Eurasian peoples, including the achievements of the great Khan in the context of Mongol society and his impact on history.

Africa

- WH.3.11 Analyze and explain the rise and fall of the ancient Eastern and Southern African kingdoms of Kush and Axum, Abyssinia, and Zimbabwe.
- WH.3.12 Describe the rise and fall of the ancient kingdom of Ghana and explain how it became Africa's first large empire.
- WH.3.13 Explain the rise, development and decline of Mali and Songhai.
- WH.3.14 Analyze and explain the origins and development of the slave trade in Africa and its connections to Arabic peoples of North Africa and Southwest Asia and to Western European peoples. (Sociology)

The Americas

- WH.3.15 Identify the origins and explain the importance of farming in the development of pre-Columbian societies and civilizations in various regions of the Americas. (Geography, Sociology)
- WH.3.16 Compare and contrast the Maya, Aztec and Inca civilizations in terms of their arts, religion, sciences, economy, social hierarchy, government, armed forces and imperial expansion.

Standard 4 — Medieval Europe to the Rise and Development of Western Civilization: 500 to 1650

Students will examine the political, economic, social and cultural development of Europe, which influenced the rise of Western Civilization, particularly the Renaissance and Reformation from 500 to 1650.

- WH.4.1 Describe the impact of Christian monasteries and convents on Europe, and explain how Christianity and classical Greco-Roman civilization influenced Europe after the collapse of the Roman Empire. (Sociology)
- WH.4.2 Describe the impact on Western Europe of the collapse of the Roman Empire.
- WH.4.3 Describe the rise and achievements of Charlemagne and the Empire of the Franks.
- WH.4.4 Explain how the idea of Christendom influenced the development of cultural unity in Europe. (Sociology)
- WH.4.5 Describe how technological improvements in agriculture, the growth of towns, the creation of guilds, and the development of banking during the Middle Ages, as

well as the institutions of feudalism and the manorial system influenced European civilization. (Economics, Government, Sociology)

- WH.4.6 Analyze and compare the success of the Roman and Orthodox churches in spreading the Christian religion and civilization to peoples of Northern and Eastern Europe. (Sociology)
- WH.4.7 Explain the Great Schism of 1054 and the development of Eastern and Western branches of Christianity. (Sociology)
- WH.4.8 Explain the causes of the Crusades and their consequences for Europe and Southwest Asia, including the growth in power of the monarchies in Europe. (Government, Sociology)
- WH.4.9 Describe the rise, achievements, decline and demise of the Byzantine Empire; the relationships of Byzantine and Western Civilizations; the conquest of Constantinople by the Turks in 1453; and the impact on European peoples living in the Turkish (Ottoman) Empire. (Government, Sociology)
- WH.4.10 Trace the origins and developments of the Northern Renaissance* and the Italian Renaissance. Explain Renaissance diffusion throughout Western Europe and its impact on peoples and places associated with western civilization.
- WH.4.11 Describe the main themes and achievements of the Protestant Reformation, including its impact on science, technology and the arts. (Sociology)
- WH.4.12 Analyze the factors that led to the rise and spread of the Protestant Reformation as well as the reaction of the Catholic Church. Discuss the consequences of these actions on the development of western civilization. (Sociology)
- WH.4.13 Explain the causes, events and consequences of wars associated with the Protestant Reformation, which culminated with the Thirty Years War, 1618 to 1648. (Economics, Government)

* Northern Renaissance: the Renaissance in Northern Europe outside of Italy

Standard 5

Worldwide Exploration, Conquest and Colonization: 1450 to 1750

Students will examine the causes, events, and consequences of worldwide exploration, conquest and colonization from 1450 to 1750.

- WH.5.1 Explain the causes and conditions of worldwide voyages of exploration and discovery by expeditions from China, Portugal, Spain, France, England and the Netherlands.
- WH.5.2 Explain the origins, developments and consequences of the transatlantic slave trade between Africa and the Americas. Analyze and compare the ways that

slavery and other forms of coerced labor or social bondage were practiced in East Africa, West Africa, Southwest Asia, Europe and the Americas from 1450 to 1750. (Economics, Geography, Sociology)

- WH.5.3 Explain the origins, developments, main events and consequences of European overseas expansion through conquest and colonization in Africa, Asia and the Americas. (Economics, Geography, Sociology)
- WH.5.4 Identify major technological innovations in shipbuilding, navigation, and naval warfare, and explain how these technological advances were related to voyages of exploration, conquest and colonization. (Economics, Geography)

Standard 6

Scientific, Political, Cultural and Industrial Revolutions: 1500 to 1900

Students will examine the causes, events and global consequences of the scientific, political, cultural and industrial revolutions that originated in Western Europe and profoundly influenced the world from 1500 to 1900.

- WH.6.1 Examine how the Scientific Revolution, as well as technological changes and new forms of energy, brought about massive social, economic, and cultural change. (Economics, Government, Psychology, Sociology)
- WH.6.2 Trace the origins and consequences of the English Civil War on the government and society of England, and explain the significance of the Glorious Revolution of 1688 for the development of government and liberty in England and its colonies in North America. (Economics, Government)
- WH.6.3 Explain the concept of “the Enlightenment” in European history and describe its impact upon political thought and government in Europe, North America and other regions of the world. (Economics, Government)
- WH.6.4 Compare and contrast the causes and events of the American and French Revolutions of the late eighteenth century and explain their consequences for the growth of liberty, equality and democracy in Europe, the Americas and other parts of the world. (Government, Sociology)
- WH.6.5 Describe the causes, events and outcomes of the Latin American independence movements of the nineteenth century. (Government, Sociology)
- Example:** Mexican Independence movement (1810-1821), Simon Bolivar (1808-1809) and Brazil’s independence from Portugal (1889)
- WH.6.6 Describe the causes and conditions of the Industrial Revolution in England, Europe and the United States, and explain the global consequences. (Economics, Geography, Sociology)

Example: Change in agricultural practices and increases in food supplies, Karl Marx and the Communist Manifesto, the rise of Communism and Socialism, the growth of cities, rise in population, class distinction, Das Kapital, and utopian movements

- WH.6.7 Analyze and evaluate the influence of Christianity, the Enlightenment and democratic revolutions and ideas in various regions of the world. (Sociology)

Standard 7

Global Imperialism: 1500 to the Present

Students will examine the origins, major events and consequences of worldwide imperialism from 1500 to the present.

- WH.7.1 Discuss the rise of nation-states* and nationalism in Europe, North America and Asia and explain the causes, main events and global consequences of imperialism from these areas. (Government)

Example: Unification of German states (1871), France and Japan

- WH.7.2 Analyze the causes and consequences of European imperialism upon the indigenous peoples of Africa, Asia and Oceania. (Government, Sociology)

Example: The partition of Africa and the economic and political domination of China and India

- WH.7.3 Analyze Japanese responses to challenges by Western imperial powers and the impact of these responses on Japan's subsequent development as an industrial, military and imperial power. (Economics, Government, Sociology)

* nation-state: a defined area or territory, the government that rules it and the culture of its people

Standard 8

An Era of Global Conflicts, Challenges, Controversies and Changes: 1900 to the Present

Students will analyze and explain trends and events of global significance, such as world wars, international controversies and challenges, and cross-cultural changes that have connected once-separated regions into an incipient global community.

- WH.8.1 Trace and explain the causes, major events and global consequences of World War I.
- WH.8.2 Explain causes of the February and October Revolutions of 1917 in Russia, their effects on the outcome of World War I, and the success of the Bolsheviks (Communists) in their establishment of the Union of Soviet Socialist Republics. (Economics, Government, Sociology)

WH.8.3 Compare the totalitarian ideologies, institutions and leaders of the Union of Soviet Socialist Republics, Germany and Italy in the 1920s, 1930s and 1940s. (Government, Sociology)

Example: Describe the ideas and governmental structures and the influences of Lenin, Stalin, Hitler and Mussolini.

WH.8.4 Identify and analyze the causes, events and consequences of World War II.

WH.8.5 Explain the origins and purposes of international alliances in the context of World War I and World War II.

Example: The Allied nations (United States, Great Britain and the Soviet Union) and Axis nations (Germany, Italy and Japan) during World War II

WH.8.6 Explain the causes and consequences of the Cold War. (Government, Psychology, Sociology)

WH.8.7 Identify new post-war nations in South and Southeast Asia and Africa that were created from former colonies, and describe the reconfiguration of the African continent. (Government)

Example: Singapore, Indonesia, Nigeria and Senegal

WH.8.8 Describe and explain the origins of the modern state of Israel and the reactions of the peoples and states in southwest Asia. (Government)

WH.8.9 Describe ethnic or nationalistic conflicts and violence in various parts of the world, including Southeastern Europe, Southwest and Central Asia, and sub-Saharan Africa. (Sociology)

Example: Vietnam War, North and South Korea, the Taliban in Afghanistan, Palestinian and Israeli conflicts, Kenya, and Uganda

WH.8.10 Describe and analyze the global expansion of democracy since the 1970s and the successes or failures of democratic reform movements in challenging authoritarian or despotic regimes in Africa, Asia, Eastern Europe and Latin America.

Example: Breakup of the Soviet Union, reunification of Germany and Argentina's change from military to civilian rule

WH.8.11 Identify contemporary international organizations. Describe why each was established and assess their success, consequences for citizen and the role of particular countries in achieving the goals of each. (Economics, Government)

Example: The United Nations (UN), European Union (EU), Doctors Without Borders, The Red Crescent, Oxford Committee for Famine Relief, The International Red Cross and The International Monetary Fund

Standard 9

Historical Thinking

Students will conduct historical research that incorporates information literacy skills such as forming appropriate research questions; evaluating information by determining accuracy, relevance and comprehensiveness; interpreting a variety of primary and secondary sources; and presenting their findings with documentation.

Chronological Thinking, Analysis and Interpretation, Research, Issues-Analysis and Decision-Making

WH.9.1 Identify patterns of historical change and duration and construct a representation that illustrates continuity and change.

Example: Using maps, databases, flow charts, concept webs, Venn diagrams and other graphic organizers, identify and describe patterns of change regarding the development of civilization in the eastern hemisphere, the river valley civilizations and Mesopotamia.

WH.9.2 Locate and analyze primary sources and secondary sources related to an event or issue of the past.

Example: Use electronic and print sources, such as autobiographies, diaries, maps, photographs, letters, newspapers and government documents, to compare accounts and perspectives related to differences in European and Chinese culture during the time of Marco Polo.

WH.9.3 Investigate and interpret multiple causation in analyzing historical actions, and analyze cause-and-effect relationships.

Example: The cause of World War I, Israeli-Palestinian Conflict, the development of the United Nations and the end of apartheid in South Africa

WH.9.4 Explain issues and problems of the past by analyzing the interests and viewpoints of those involved.

Example: The Boxer Rebellion in China and the Crusades

WH.9.5 Use technology in the process of conducting historical research and in the presentation of the products of historical research and current events.

Example: Use digital archives to research and make presentations about the changes in Europe after World War II.

WH.9.6 Formulate and present a position or course of action on an issue by examining the underlying factors contributing to that issue.

Example: Independence movements in India, Africa and Eurasia; and the collapse of the Soviet Union